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ABSTRACT

An individualized junior high school, a youth resources program that interweaves high school with supervised work experiences, multi-aged elementary family groupings that mainstream EMR (educable mentally retarded) children, and a single library room transformed into seven optional learning stations using a multi-channel audio system are real programs that make a difference for students in rural schools. This booklet presents 65 innovative and promising educational practices that have been succeeding in classrooms in New York's rural schools. The booklet aims: to build greater awareness about programs that can work in rural schools; and to serve as a resource book, not only of ideas, but also of experienced people who are able to offer insights for turning ideas into working programs. Ideas cover such topics as: primary, middle school, and secondary organization; orientation for preschool children entering primary school; reading readiness; readiness skills; motor-perceptual training; open education; a nongraded approach; team teaching; reading; cooking; special education; physical education; English; social studies; science; independent study; music; media centers; outdoor education; art; career education; humanities; communication arts; drama; project arts; graduation from junior high school; volunteer programs; family group approach; and mainstreaming primary and intermediate children. (NQ)

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# DRUTHERS!

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NATIONAL INSTITUTE OF EDUCATION

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## A COLLECTION OF VIABLE IDEAS FROM RURAL SCHOOLS

Board of Cooperative Educational Services
Second Supervisory District
Greene, Delaware, Schoharie and Otsego Counties
New York

2

July 1975

RC009904

# DRUTHERS!

compiled by
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edited by
Jane R. Borrelli

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Helen R. Smith



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## INTRODUCTION

Educators in our area recognize that a lot of valuable and exciting things are happening with and for children in our rural schools. True, we can't boast "Parkway Schools", schools-within-schools, or "alternative schools" that seem to be the creation of large urban and suburban systems. We can, however, point with pride to exciting programs in much smaller schools that accomplish many of the same goals and offer students many real options in their learning opportunities. An individualized junior high school, a youth resources program that interweaves high school with supervised work experiences, multi-aged elementary family groupings that mainstream EMR children, and a single library room transformed into seven optional learning stations through the use of a multi-channel audio system are real programs that make a difference for students in our local schools.

Beginning in the fall of 1974, our office asked schools in the Greene #2 and the sole Delaware-Chenango BOCES to share any innovative and promising educational practices that have been succeeding in local classrooms. Our goal has been to bring these ideas together in a booklet that could be used as a directory of ideas in optional educational programs for rural schools. Druthers is the first edition of that directory.

As a result of this work we are helping educators in two ways. First, these ideas will build greater awareness about programs that can work in rural schools. Second, the directory will be a resource book, not only of ideas, but also of experienced people nearby who are able to offer insights for turning ideas into working programs.

We invite you to read carefully all of the 65 programs that local educators have taken the time to write about in the following pages. When you discover an idea you would prefer for your school, "...if I had my druthers," then contact the reporting school, make a visit, ask for help, and take credit for recognizing a good idea when you see one. Oh! One more thing. When someone from Druthers asks you next year to share your educational programs with other rural schools, pitch in! Your idea could make the difference for a whole lot of kids.

*Opportunity for preschool children and parents to become acquainted with the primary school*

Once a week we set aside a block of time for preschool children and their parents to come into our school for a special activity period. The children spend the first half hour in the library listening to a story and choosing books to sign out. A volunteer parent reads the story.

Children and parents then proceed to the gymnasium or playground for an activity hour. The school provides the equipment and the parents a leader for the play period. Parents are asked not to leave their children, but to participate in the events planned.

By offering children enjoyable experiences in school, our preschool program helps them make the transition between home and kindergarten. We operate the program with the cooperation of the library staff and the Parent Teacher Organization. The response has been enthusiastic and the attendance excellent.

UNADILLA ELEMENTARY
Main Street
Unadilla, N.Y. 13825

CONTACT PERSON:

Ronald J. Hull
Principal
607-369-2411

*"Bridging" for prekindergarten children*

In a rural community like Earlville, we seldom find an organized program of learning activities for preschool children. Head Start programs and nursery schools do not exist; if they do, they are often too expensive for many people. Very often programs of this nature do help children become better prepared for school.

To help bridge the gap that exists between home and school, our staff has initiated 19 one-hour visits by children who will enter school the following year. On these occasions, we offer children activities in the library and gymnasium, in art and music, as well as visits with the kindergarten teachers.

We feel the program succeeds in two areas:

I. Acclimation

- A. Adapts four-year-olds to the school
- B. Enhances socialization skills
- C. Gives children opportunities to work as a group
- D. Gives children a happy school experience
- E. Reduces fear

II. Readiness

- A. Improves gross and fine motor skills
- B. Develops number and reading readiness

EARLVILLE ELEMENTARY
Earlville, N.Y.
13332

CONTACT PERSON:

Michael Lesick
Principal
315-691-2171

*Orientation for entering prekindergarten children*

We offer prekindergarten children the opportunity to attend school for two hours each morning for one week.

The classes are under the supervision of our regular kindergarten teacher. The children learn to work, share and play together. They are also given a bus ride to acclimate them to this new venture.

While the children are with the teacher, meetings take place with the parents. They are shown films on child growth and development, and presentations are made by the principal, school psychologist, elementary and high school guidance counselors.

AFTON CENTRAL SCHOOL
Afton, New York 13730

CONTACT PERSON:

James Giordano
Psychologist
607-639-1111

KINDERGARTEN

*A special time for kindergarten children*

Each afternoon the kindergarten classes have a rest and recreation period. There are three stations (classrooms) available to the children: a rest station for resting; a quiet station for relaxation (watching television, playing board games or making crafts); and a recreation station for the active participant.

The children are allowed to decide for themselves which station they would like to participate in. We have found that normally the stations are of equal numbers and that the children select different stations during the week. We feel that this encourages responsibility and independence.

AFTON CENTRAL SCHOOL
Afton, New York 13730

CONTACT PERSON:

James Giordano
Psychologist
607-639-1111

*A physical education program that teaches reading readiness skills*

An integral part of our physical education program is a course designed to enhance children's abilities in laterality, directionality, body image, spatial awareness, form perception and coordination.

In this unit we feel that academic success depends heavily on form and symbol recognition and interpretation, so we do many activities that stress these skills. Children not only become more aware of themselves and their environment, but how these perceptions can benefit them.

The equipment is simple. One activity can be done with a jumprope, a jumprope and hoop, or with the children's own bodies. We draw a number, letter or picture on the blackboard and the children copy it using the material that they have. Children who may have an inversion or reversal problem can be singled out in this activity and given remedial work.

Another exercise is to set up a hopscotch pattern using red, yellow and blue hoops. The children go through the pattern placing right feet in the red hoops, left feet in the yellow hoops and both feet in the blue hoops. This helps develop an awareness of both sides of the body. We also build a yellow-red man to help children remember left from right.

All children are successful in this program and from their achievements they increase their self-confidence. In each sequence the simple patterns come first followed by the more complex. This program helps all levels of intelligence, and children enjoy it.

OXFORD ACADEMY
S. Washington Avenue
Oxford, N.Y. 13830

CONTACT PERSON:

John Curtis
Physical Education
607-843-2025

READINESS

*An interdepartmental effort to develop children's prereading skills*

Our program, coordinated by the physical education and reading teachers, focuses on children's physical, muscular and neurological development.

We plan exercises to increase awareness of laterality, directionality, body image, position in space, position in relation to other persons, objects, and in relation to the self. Particular emphasis is placed on children who have ocular motility problems. We also develop listening skills and other arts which help a child learn in the classroom.

Ideas and activities which we use come from the works of Kephart, Johnson, Simpson, Cratty, Braley & Cleary.

In our judgment this special program has resulted in almost complete elimination of reversal and other ocular motility disabilities. There are now very few children in reading lab with these types of learning problems.

SPRINGFIELD CENTRAL
Springfield Center,
New York 13468

CONTACT PERSONS:

Kay Kantorowski
Physical Education
Helena M. Fulvio
Reading Teacher
607-264-3203

*A special center for children who require further assistance in readiness skills*

Our learning center was established in 1967-68 to give extra help in readiness activities to children who have perceptual-motor deficiencies.

Each fall entering kindergartners are screened using tests from Newell C. Kephart's The Slow Learner in the Classroom. Those children showing the most deficiencies are tested individually on all items. From these completed forms, we make up schedules and note each child's problem areas.

Initially, our training follows the form of the testing activity with a variety of exercises added as time progresses. The children meet with the special teacher 15 or 20 minutes once a week. We keep close contact with the classroom teacher and with parents who are notified of their child's participation in the program. A log is kept for each child which is both a planning instrument and record of progress.

The program's greatest strength is its individuality--individual screening to diagnose areas where work is needed and individual training. The children seem to blossom with the personal attention. Care is taken to start at levels where success is possible and praise forthcoming, and to set a pace that assures continued success.

TOWNSEND ELEMENTARY
Walton, N.Y. 13856

CONTACT PERSON:

Ann B. Kent
Learning Center
607-865-5514

## SCREENING TEST FOR THE LEARNING CENTER

1. Balance beam

   Forward
   Backward
   Right leads
   Left leads
   1 on/ 1 off

2. Jumping

   Both
   R
   L
   Hop 1/1
   Skip

3. Identification of body parts

| | |
|---|---|
| Shoulders | Feet |
| Hips | Eyes |
| Head | Elbows |
| Ankles | Mouth |
| Ears | |

4. Imitation of movements

5. Angels in the snow

| | |
|---|---|
| R arm | Both legs |
| L arm | R arm & leg |
| R leg | L arm & leg |
| L leg | R arm, L leg |
| Both legs | L arm, R leg |

6. Stepping Stones

7. Obstacle course

   Step over object
   Step under object
   Squeeze through space

8. Chalkboard

   Circle — hand, size, position; accuracy, direction

   Double circle — relative size, position one to other, direction of movement, relative accuracy

   Lines: lateral
   use of body
   use of hand

   Lines: vertical (parallel, both hands)

9. Ocular pursuits

   Lateral
   smooth/ jerky
   together
   Vertical
   smooth/ jerky
   together
   Diagonal
   smooth/ jerky
   together
   Rotary
   smooth/ jerky
   together

10. Visual achievement forms

From: Newell C. Kephart, The Slow Learner in the Classroom, Charles E. Merrill Publishing Co., Columbus, Ohio, 1960, pp 123-155.

*Motor-perceptual training for K-3 children who need these skills*

We attempt in Project ME (Movement Education) to treat children as individuals and meet their needs. We found after a pilot study of kindergartners in two district schools that although needs vary with individuals they are also common to many children. Analysis of disadvantaged and marginally disadvantaged children shows that these needs remain unfulfilled which restricts their personal and educational development and makes subsequent skill development and remediation baseless.

Our objective is to give children the opportunity to meet with success their critical periods of development; to help them develop the necessary psycho-social skills for successful advancement; and to provide corrective perceptual motor training for children who show deficiencies.

The major areas of concern stressed in this program are: 1) body image, 2) laterality, 3) spatial awareness, 4) directionality (left-right discrimination), 5) visual perception, 6) auditory perception, 7) gross and fine motor coordination, 8) haptic development (tactile and kinesthetic), 9) perceptual motor matching.

Participants in Project ME have the regular full day kindergarten program. In addition they have one to one and small group meetings with the body management specialist as well as team approach activities. These involve parents, physical education instructors, teachers, school psychologist and the school nurse.

EARLVILLE ELEMENTARY
Earlville, N.Y. 13332

CONTACT PERSONS:

Michael Virgil
K-3 Title I
Annette Smith
Ass't. Elem. Principal
607-674-4371

*Including a blind child in the regular first grade classroom*

Our school has attempted to provide a program for a legally blind student in a regular first grade class. Our goals are to develop the child's peer relationships, self-confidence, and readiness for the language arts and number system.

Many groups have been involved including parents, BOCES, State Education Department and Division for the Blind.

During the school day the teacher works with various volunteer aides and student aides to provide individual attention to the student. Through use of these people and efforts of his peer group, the boy has made achievements in all of the above-mentioned areas.

GRAND GORGE CENTRAL
Grand Gorge, N.Y.
12434

CONTACT PERSON:

John Burroughs
Principal
607-588-7591

*From a self-contained classroom to an open, team teaching setting for learning*

Our educational program in kindergarten, first and second grades was developed so children would have a greater opportunity to work independently and at levels commensurate with their abilities, interests and needs. It allows children to enjoy learning through an activity-centered curriculum which includes different learning centers throughout the classroom.

Teachers also have more opportunity to exchange information and viewpoints concerning teaching techniques, children, curriculum, use of materials and equipment.

To undergo this change, it was necessary for the K-2 staff and principal to meet several times and decide on the kinds of realistic changes that could be made. We exchanged ideas and proposed alterations which took into consideration the strengths and weaknesses of the teaching team.

To obtain both philosophical and financial support, the teaching team, including the principal, then met with the superintendent and with the board of education to express its ideas. Money was allocated to make the necessary physical modifications in the classroom. We removed parts of walls and replaced them with folding doors; put the coatracks in the hallway; installed additional electrical receptacles; increased bulletin board space; altered existing cupboards; and installed wall-to-wall carpeting.

Included in the board's financial allocation was a

VALLEYVIEW ELEMENTARY
Oneonta, N.Y. 13820

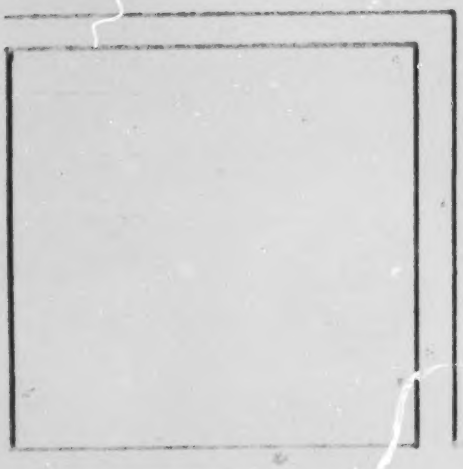
CONTACT PERSON:

John H. Higgins
Principal
607-432-8200

paid three-week workshop. The teachers met for 15 three-hour sessions to plan their program in more detail.

Our team teaching program helps us achieve the goal of individualization in our educational program. It gives students an excellent opportunity to develop independent work habits and pursue special interests. For teachers it provides opportunities to share ideas, to expand individual interests and to feel a new excitement about teaching.

It must be understood that any program of this nature requires a great deal of planning time for teachers both as individuals and as members of the teaching team.



*Open Education for Grades 1-3*

Our modified open education program provides a more humanistic, individualized instructional curriculum for children in grades one through three.

Aspects of our physical facility are quite unique. We have movable wall panels and brightly colored drapes hanging from the ceiling which also act as room dividers should the need arise. Instead of one desk per child, we have tow trays, sofas and stuffed chairs. Basically, we have changed a four classroom area into three grade centers with a teacher's center at one end. Three teachers and a teacher's aide work with the children.

In the morning we have a student option time during which pupils may select their own activities. The learning centers used during this period are mutually developed and shared among the three grades. These are art, cooking, free reading and listening. The listening center, filled with audio equipment, is in the shape of a bus. The activity block is not without structure. There are some teacher-directed assignments and individual conferences, but, upon completion, students are free to take up an activity of their choice.

In the afternoons, we have our individualized reading program and math work. Learning stations for these subjects are set up for each grade and the children remain with their own age group. Thus far we have not designed cross-grading into our open education program except during the morning activity block. The children do eat together and have a mutual recess,

BAINBRIDGE-GUILFORD
CENTRAL SCHOOL
Bainbridge, N.Y.
13733

CONTACT PERSON:

Floyd Prouty
Principal
607-967-2421

but academically are still fairly self-contained to grades.

We have not had open education long enough in our school to make a proper evaluation of children's academic gains. In making the change, we wanted to place education more in children's hands. We are less interested in directing and more concerned that children learn to use their time, make decisions and take more responsibility for their own learning. Naturally we hope, too, that children will show greater proficiency in all subject areas by having a hand in their education.

*A nongraded approach to all subjects grades one and two*

Our combination first and second grade is a student-centered, activity-based program for five, six, seven and eight-year-old children. The program has two premises:

1. Education should be for the support of each child's development.
2. Children learn best by being actively involved in the learning process.

Our major goal is to help children grow socially and academically. We try to consider each child's levels and interests in formulating the curriculum. Language arts and math work is individualized and in all areas of learning, actual "hands-on" experiences are provided for and encouraged. Because of the wide range of ages and ability levels, children often teach other children.

The school day is divided into three parts. Language arts and math take place individually and in small groups in the morning. Whole group activities are scheduled from 12 to 1 p.m. These may include class meetings, music and movement experiences, math discussions, affective education discussions or movies. Afternoons are devoted to projects and activities. Children work in centers: Writing, library, math-science, music, dramatic arts and art are permanent; others such as cooking are short term. They may choose to work on activities already set up or on special projects that are teacher or child planned.

In its fourth year, this program is based on research into the British Prim. Schls.

SOUTH NEW BERLIN
CENTRAL SCHOOL
South New Berlin,
New York 13843

CONTACT PERSON:

Gay Eastman
First Grade
607-859-2221

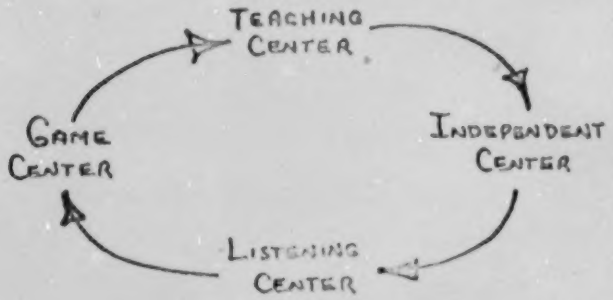
*Combining reading and math for third and fourth graders*

Our program is designed to meet the individual needs of our pupils in reading and math. In brief, the children are divided, basically by ability, into four groups. The groups differ for reading and math. Reading sessions take place Mondays, Wednesdays and Fridays, with individual conferences on Tuesdays and Thursdays. We teach mathematics every day.

The room is arranged into the following four centers:

1. Teaching Center--a teacher presents a lesson to the group.
2. Independent Center--students work on assignments independently. Assignments are a follow-up from the teaching center.
3. Listening Center--students use a cassette tape player or record player and headphones to review or drill material previously presented. Work here is corrected by students, as answers are provided on the tape.
4. Game Center--students use a variety of games related to reading and math skills to reinforce concepts presented in the teaching center.

One group begins in each center and rotation through the centers follows this pattern:




SOUTH NEW BERLIN
CENTRAL SCHOOL
South New Berlin,
New York 13843

CONTACT PERSONS:

Marjorie Rhinevault
Joyce Mowry
Grades 3 and 4
607-859-2227

The program's strength lies in the variety of approaches we use in presenting material (games, audio, individual work, group work). Diversity and built in mobility helps maintain the children's interest and motivation.

*A Plan for grades K-6*

We arrived at our organizational plan after much study. We considered nongraded, team teaching, continuous progress, open school, departmentalization platooning, etc. only to discover that there is no panacea for the most effective organization of the instructional program. We attempted to adopt the features of many plans which seem to fit the needs of our children and eliminate what we considered to be undesirable features.

We set up special placement classes for those children who have unusual academic (or other) needs. For example, pre-first is a readiness program for children who have completed a year of kindergarten but are not ready for the formal reading program in grade one. Class changing in the intermediate grades has allowed us to capitalize on the strengths of our staff and to prepare children for the departmentalized junior-senior high school.

Basically, the plan is designed to allow us to individualize our program and to provide the best possible education and overall development for each child in the school.

COOPERSTOWN CENTRAL
Cooperstown, N.Y.
13326

CONTACT PERSON:

Paul J. Lambert
Elem. Principal
607-547-9976

ORGANIZATION K-6

COOPERSTOWN ORGANIZATIONAL PLAN

K-1 K-2 K-3

Pre-first

1A 1B 1C

2A 2B 2C

3A 3B 3C

Primary Special EMR Class

3-4 Combination Grade

4A 4B 4C 4D

5A 5B 5C

5-6 Combination Grade

Intermediate Special EMR Class

6A 6B 6C

*Cooking for fun and learning*

Every Friday afternoon we have a cooking session in our second grade class. We choose simple, easy to follow recipes with a minimum of ingredients and names that are designed to fascinate and arouse curiosity. We make "Disappearing Marshmallow Rolls," S'Mores, Peanut Brittle, Stained Glass Window Cookies, Knox Blox, Marshmallow Krispies and Jack Wax.

Usually three children make a recipe. Names are drawn or simply rotated. The children conduct themselves very well without extra assistance, but on special occasions, a mother may be asked to come in. During Hanukkah, a mother helped us make potato pancakes. We have on hand unused utensils from home. The cost for ingredients each week comes to about $2.00.

Each recipe is dittoed so the children can cook again at home. As a class project we held a breakfast for parents with the children in charge of all details. They set the tables, made placemats, wrote invitations, hosted guests, waited tables, cooked and cleaned up. Twenty-seven parents took part.

Through our cooking sessions, children learn the importance of cleanliness and good health habits. They use the tools of measuring, following directions and telling time. They take on the responsibility of gathering materials and ingredients, and cleaning up. Then, after working out a recipe together, the children have the pleasure of tasting new foods and sharing them with their classmates.

In order for cooking to be successful in the class

UNADILLA ELEMENTARY
Main Street
Unadilla, N.Y. 13825

CONTACT PERSON:

Margo Potter
Second Grade
607-369-2411

the teacher might follow these helpful hints:

encourage
trust
show interest and enthusiasm
keep recipes simple
eat the treats too
think positively
don't be afraid to try something that may not come out just right--the children will love it!

What started out as a one-time project has become one of the most enjoyable of the week. And no one in our class ever goes home hungry--at least not on Fridays.

*Encouraging reading experiences for all students in grades 1-3*

In our program, entitled Project Success, nongraded reading groups meet for 45 minutes first period in the morning. Ginn 360 materials are used, supplemented by A-V and programmed materials which make the project more effective.

Students work in small groups of five to eight, and all children read on levels where they can obtain success and feel a certain amount of accomplishment. The remedial reading teacher gives extra instruction on particular skill problems and provides inservice training to the regular elementary school teachers on techniques and procedures.

Through Project Success we begin to help educationally disadvantaged children become as efficient and diversified as their capabilities will allow. By singling out children who need remedial work, we hope to better equip them for the sequential program already developed at the intermediate level. Above all, we want to make reading an enjoyable and positive experience for children who do not have this attitude.

Teachers benefit by becoming familiar with all the students in grades one through three. They also become more aware of the subject matter and skills taught in grades other than their own. Each year we try to have a higher percentage of students reading on their grade levels or on levels above.

GILBOA-CONESVILLE
CENTRAL SCHOOL
Gilboa, N.Y. 12076

CONTACT PERSONS:

Bert Wisse
Vice Principal
Hazel Peckham
Elementary Reading
607-588-7541

*From small groups to independence in reading*

Our K-6 reading program moves from a basal orientation to individualized reading. In kindergarten we begin with readiness which includes letter sounds association, Frostig and body awareness exercises. With beginning reading in first grade we use a basal program with a phonetic approach in the study of language and short vowels.

Second grade students continue reading and skill work on a group basis. At the third grade level, we begin to depart from regular group reading using the basal program in a way that enables students to move at their own rates. This is further developed in the fourth grade and the student moves from total dependency on basal to paperbacks and other reading sources.

Teachers have elaborate record keeping systems in both the third and fourth grades. At the fifth and sixth grade levels, students are reading almost entirely individually selected materials. Reading skills are developed in these grades during the language arts period.

SCHENVUS CENTRAL
100 Main Street
Schenvus, N.Y. 12155

CONTACT PERSON:

William J. Nagle
Principal
607-683-5530

READING

*K-6 reading stressing small group experiences*

The modified Joplin Reading Program, encompassing grades K-6, places children in groups of their reading and interest levels. Placement is flexible and children flow from group to group.

Groups are relatively small so each child's needs can be met. The basal here is the new Houghton-Miflin series and each teacher has many supplementary materials.

Our goal in this program is to individualize. Children can move at their own rates and do get the attention they need academically and personally.

GRAND GORGE CENTRAL
Grand Gorge, N.Y.
12434

CONTACT PERSON:

Patricia Zambri
Remedial Reading
607-588-7591

*Using a media center to improve library and reading skills*

The elementary media center provides traditional library service to the school population in an "open education" way. Library instruction is scheduled for each class K-6. In addition the media center is always open during the school day for any student having an immediate need to use the resources available. The media center staff acts as resource persons for teachers, students and parents.

An added feature is the special collection of audio-visual software and hardware used by reading groups. The hardware includes two 2 Aud-X, one tachistoscope, and several controlled readers (which are also used in the classroom) in addition to the standard hardware (i.e. cassette players, filmstrip viewers, etc.) Software is available to be used with the special equipment.

By using the media center it is hoped that students will increase their level of achievement on standardized reading tests; reach a higher level of achievement on standardized reading tests than students studying in a program without a media center; develop a positive attitude toward individual responsibility for learning tasks; and demonstrate a greater interest in learning and school work than those who do not use the media center.

Teachers who utilize the center are more facilitators of learning than transmitters of knowledge. They design, use, evaluate and redesign curriculum and instructional packages for students, and use a greater number and variety

LAURENS CENTRAL
Laurens, N.Y. 13796

CONTACT PERSON:

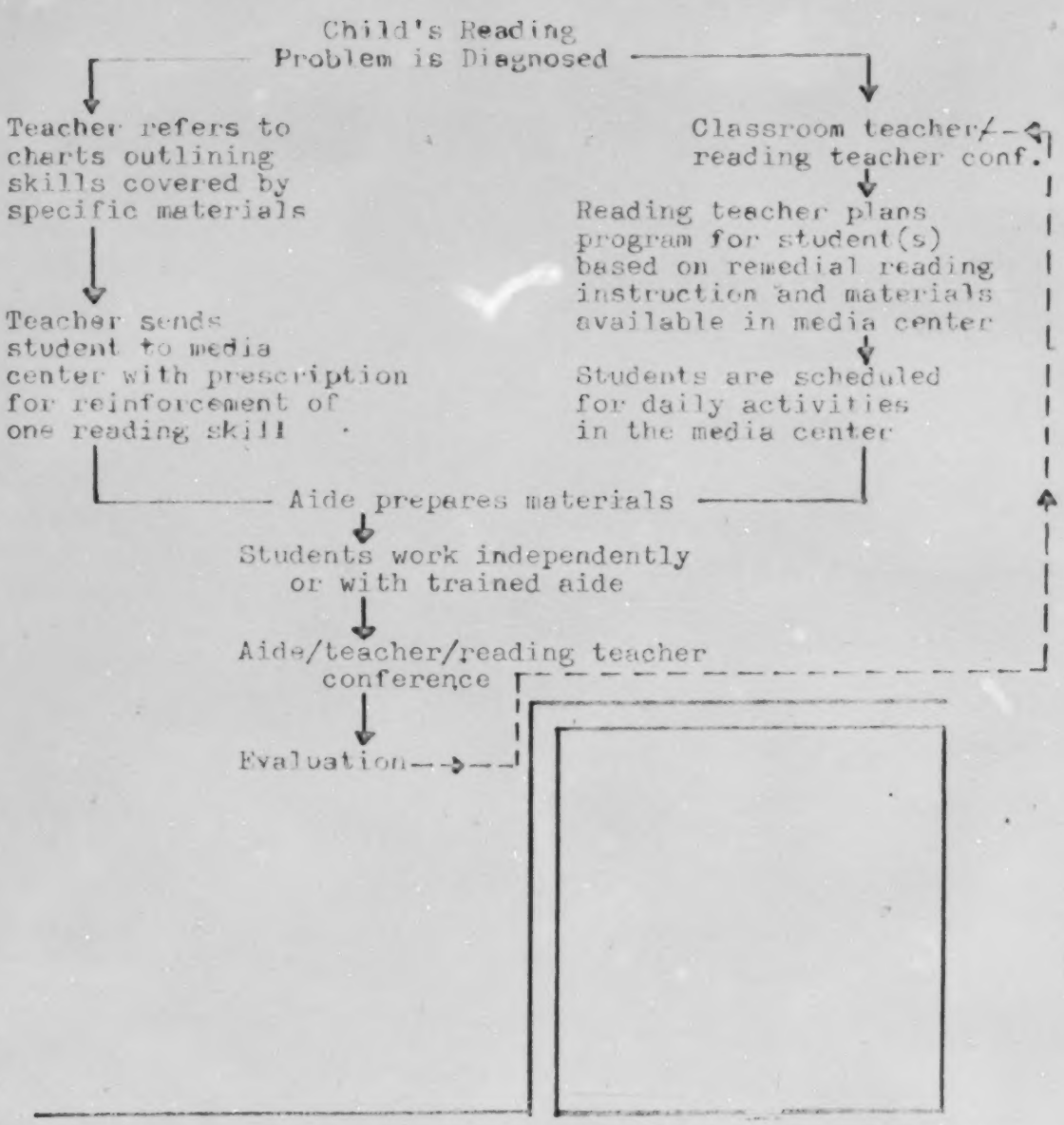
Cynthia Gross
Media Center Director
607-432-2050

of print and nonprint materials in their instruction.

A great deal of planning went into the establishment of our media center. Implementation of the program was directed by our media center director, with the assistance of the remedial reading teacher and the supervising principal. Cooperation among the media center staff and all teachers made implementation successful.

There are only good things to say about this new program. Our objectives are being met, as teacher observation of student performance has indicated. Most important, is the fact that the students want to come to the media center, they enjoy their learning experiences, and they are improving their abilities.

FLOW CHART DEMONSTRATING MEDIA CENTER PROGRAM


Child's Reading Problem is Diagnosed
Teacher refers to charts outlining skills covered by specific materials
Teacher sends student to media center with prescription for reinforcement of one reading skill
Classroom teacher/reading teacher conf.
Reading teacher plans program for student(s) based on remedial reading instruction and materials available in media center
Students are scheduled for daily activities in the media center
Aide prepares materials
Students work independently or with trained aide
Aide/teacher/reading teacher conference
Evaluation

## MEDIA CENTER

*A media center for K-6 students to supplement all areas of their work*

Our media center, initially created through a UNIGRANT, emphasizes reading and communication skills.

Since the media center's creation, it has been expanded to fit individual teacher needs and teaching styles as well as student needs and learning styles. On any one day the media center will service between 50-100 students in grades K-6, providing them with a variety of services.

Here are some aspects of special interest:

1. The most unique feature of the media center is its physical setup. Instead of the traditional study carrels, we have three specially designed "study cubes" which are placed like blocks in the center of the room--two on the bottom and one on top. Each study cube is carpeted and has a small shelf to place the equipment being used. The students sit on the carpeted floor. Made out of corrugated fiberglass, they are translucent and are lighted through the door opening which is half of the fourth wall. The cubes provide one or two children with privacy and comfort while they study yet allow supervision. Climbing up to the top cube is especially popular.

2. The teachers have created an idea card file. A master copy of each card is kept in the media center and copies for teachers are in each classroom. On these cards teachers indicate successful ways they have used the media center and materials they have found appropriate.

3. Intensive machine practice is required prior to any student's independent use of

GREATER PLAINS
ELEMENTARY SCHOOL
West End Avenue
Oneonta, N.Y. 13820

CONTACT PERSON:

Dr. R. Dale Bellino
Principal
Helen Beckwith
Librarian
607 432-8200

machines and materials. Students in grades 3-6 are individually checked after instruction in proper machine use, thus insuring more careful handling and less accidental damage. An aide takes three or four students at a time from a class for this instruction.

4. K-2 teachers may set up sound-filmstrips for small groups or book and tape centers for their classes. Subjects may correlate with units under study or may be stimulating treats for the children. The aide sets up the machines and resets for the next group all day long. Areas for several different grades may be set up at once.

5. Two-4th grade teachers often send the more capable students who need additional challenge and enrichment. The center is both used to correlate units under study and as a place for extra research.

Four-6th grade teachers use the center as an incentive for more capable students and as remedial assistance for slower learners.

The entire faculty was involved in the original UNIGRANT proposal, and has been active in its creation and development. It is a flexible program which easily incorporates the variety of teaching styles, the different grade level capabilities, and the diversity of the children's learning styles and abilities for the benefit of all.

## SPECIAL EDUCATION

*Mainstreaming primary and intermediate children*

Our program works with the educable mentally retarded, the learning disabled and emotionally handicapped. It is based on mainstreaming these children into the regular classroom settings and their attending the resource room for personal attention within an individually prescribed program.

The resource room teacher deals with one or two children at a time. The curriculum consists of academics geared to their interests and levels of achievement. We also offer perceptual training in auditory-visual-motor areas. We maintain a therapeutic setting at all times.

WINDHAM-ASHLAND-
JEWETT CENTRAL SCHOOL
Windham, N.Y. 12496

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*A family group approach to the regular classroom*

The family group program at Oxford is an alternative grouping structure operating within grades 1-5. The program is patterned after the British Open School concept. It is structurally suited to meet the individual needs of students without losing the outline of a basic skills program. Some 150 children, including the district's educable mentally retarded, are in the family groups. There are seven teachers and two special education experts.

Within the program there are two divisions. Division I, grades 1-3, contains 75 children and four teachers (one is a special education teacher). The emphasis here is on reading in the morning and math in the afternoon. Programs in science, social studies, art, music and gym supplement these basic studies.

A behavior modification program and reward system are used to keep youngsters on task. Students collecting a number of "plus marks" are entitled to a special activity program on Friday afternoons.

Division II is a 4-5 grade family group with 70 youngsters and three teachers (again, one is a special education teacher). The family group is housed in a middle school that operates on a traditional schedule of nine 40-minute periods a day. Students in the family group move individually back and forth between longer time blocks in the family unit and regular single period learning experiences such as physical education and art. The curriculum areas of math, language arts, science and social studies are structured around some 170 behavioral objectives

OXFORD ACADEMY
So. Washington Ave.
Oxford, N.Y. 13830

CONTACT PERSON:

John Bancroft
Grade Five
607-843-2025

developed by the teachers.

All students in the family group are taken at their developmental levels and a learning program is individually created. By making individual written contracts with the teachers, students take part in planning the amount and type of work they intend to complete in a two to three week period. Evaluations are both oral and written upon the completion of each objective. A student's progress is charted on profile sheets to assist teachers in noting achievement. These profile sheets also form part of the parent-teacher conference reports.

The 4-5 grade family group also features a behavioral modification and reward system. Students receive credit or "plus marks" for quality work and may purchase items from the class store. These items are donated by members of the class and are often little used items found around the home. Plants and animals grown in the science room by the family group may also be purchased by the students.

As a result of involvement in the family groups, students show more self-direction, improve their ability to accept responsibility, and their learning experiences are reinforced through pupil to pupil teaching. Further, student movement from grade to grade is eased by the fact that each family group contains veteran students from the previous year who help entering students to understand the program.

*Developing a model reading program for grades K-12*

Right to Read is a federally funded program designed to develop model reading programs in selected school districts across the nation. Hancock Central School is one of 42 districts in New York State chosen to participate in this program.

A district Right to Read director and six staff members make up the local Right to Read task force. This task force is in its second year of developing our reading program. The first year, 1973-74, was primarily a planning year. An advisory committee composed of members of the community, faculty, board of education and student body set nine goals for our reading program. Following this, the task force, using a force fielding technique, established performance-based plans for reaching each of the four goals given highest priority. These are: To establish a continuum of performance-based objectives for the K-12 reading curriculum; to provide a wide variety of reading materials for independent reading and research; to give systematic diagnostic screening to all students to determine needs and instruction levels; and to provide appropriate pacing for individual patterns of continuous progress.

The task force is presently working with ad hoc committees, composed of staff members from various grade levels, to satisfy these four goals. The overall goal of the Right to Read campaign nationally is to eliminate illiteracy.

HANCOCK CENTRAL
Hancock, N.Y. 13783

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Elem. Principal
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LIBRARY

*A special place for reading*

A volunteer parent and one of our maintenance men built a reading loft at one end of the elementary school's library.

The loft is six feet off the ground, five feet wide and 20 feet long. Lights and carpeting were donated by our elementary librarian.

Besides adding more space to the library, the loft also provides for students a quiet, out-of-the-way place to read. Many students felt the main floor was often too noisy or busy to allow concentrated reading activities.

UNATEGO ELEMENTARY
Otego, N.Y. 13825

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Peter Negri
Elementary Supervisor
607-988-7065

*How to establish a viable volunteer program*

The rationale for a volunteer program is that any teacher trying to individualize a program to fit the needs, desires and abilities of the students can use extra hands to accomplish that objective. However, such a program needs structure and coordination to be really effective. The following points need to be taken into consideration:

1. Evaluate your school district needs for volunteers and how you will meet them
2. Set up a recruitment program for volunteers
3. Get teachers involved
   a) a volunteer reinforces the teacher
   b) a training program for volunteers improves attitudes all the way around
4. Identify needs and tap resource people
5. Be aware that teachers may need inservice training to effectively use volunteers
6. Start small and enlarge gradually as the program grows
7. Draw up a training program for volunteers that:
   a) acquaints them with the program for which they will work, with its facilities, and gives them a general orientation to the school rules, regulations and policies.
   b) provides them with a work area
   c) makes them feel that they belong.
   d) makes them familiar with terminology in the subject area of their work
   e) shows appreciation for their efforts
8. Compose a skills box or file for subject area needs and demands
9. Draw up a schedule so

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Oxford, N.Y. 13830

CONTACT PERSON:

Charlotte Gregory
Director, Community Involvement Program
607-843-2025

that volunteers know what to do and when, and the office knows who is responsible and if they are in attendance

10. Establish that volunteers should call in if they are not going to be there
11. Set aside conference time for the volunteer, the teacher and the child
12. Keep application forms, interview forms, etc. on each volunteer
13. Consider appreciation awards such as certificates or key symbols in recognition of volunteer service

An example of a volunteer assistance program in action is Project Read, sponsored by the Education and Community Involvement Center. It seeks volunteer workers for students in the middle school, grades 4-8. Most of these students have reading difficulties and will be, in most cases, reading below level. The prime objective is to provide enough people so that students will get individual attention and help. It is felt that such assistance will serve to enrich the present curriculum and supplement reading instruction which these students already receive.

Other objectives of this volunteer program are:

1. To provide a one on one instructional relationship for students with reading difficulties
2. To encourage community members to come into our schools
3. To increase the attainment of educationally deprived children

*Team teaching option at the fourth grade level*

Another optional program operating in our middle school at the fourth grade level is a totally individualized program of instruction based on learning objectives in math, language and social studies. Science is based on pupil interest in related science material. Patterned after the British open education concept, two teachers conduct diagnostic testing to determine where the student is operating in each subject area. Pupils schedule daily work which later develops into weekly contracting. Instruction is on a one to one basis with small group instruction as needed in math and language. Constant evaluation of the program and each student's performance is maintained in order to provide the best avenue for mastery of skills.

The purpose of the program is to provide children with a feeling of accomplishment and self-worth; the opportunity to assume responsibility for use and distribution of time; and to allow the student accomplishment of necessary learning tasks in many different ways.

OXFORD ACADEMY
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Russell G. Lowe
Middle School
Principal
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MIDDLE SCHOOL ORGANIZATION

*Enrichment courses built into the regular curriculum*

Our middle school supplements the basic skills curriculum in grades five and six with five-week exposure courses in communications and career education in grade five; and creative drama and economics in grade six.

Students in grade five spend five weeks on radio, television, newspapers and telephone. They spend five more weeks exploring career possibilities. Students in grade six spend five weeks on play acting, drama terminology and techniques and five weeks on the theory of banking, money, and enterprise systems.

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Middle School
Principal
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*Junior high school English geared to individual interests and abilities*

Our junior high school English curriculum is a highly individualized three-part program. Students move through a given grade level in alternating cycles of continuous progress basic skills sequences, interest area electives or units, and independent study projects.

The continuous progress basic skills sequences are written in language, literature, composition, and reading skills. Each sequence contains a series of objectives ranging from grade three to grade 12. Every student is pretested to determine his or her ability on all of the objectives in each sequence. A student who has a diagnosed pretested weakness will work on a highly creative IAP which is designed to improve a student's proficiency in that skill or group of skills. It is a nongraded program. For example, some seventh graders will be working on traditional third grade skills, while the more capable students might be working on traditional 10th grade skills.

While the basic skills sequences are individualized according to students' abilities, the electives or unit cycles are individualized according to their interests. A unit or elective is usually based on a literary theme or genre, a humanities concept, or an advanced skill. Freedom of choice to select these units generally increases as a child moves from grade to grade. Some of the more popular units include poetry, mass media, Romeo and Juliet, mythology and debate.

Students who are not in a skills sequence or an interest unit may be working

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Norwich, N.Y. 13815

CONTACT PERSON:

Lyman O. Anderson
Junior High School
Principal
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on independent activities by themselves or with a small group of classmates. Students and teachers work together in designing the projects. Creative film making has been popular the last few years. Works created by our students have been exhibited at the State Fine Arts Festival in Albany, and the State Education Department is using some for training films. In addition to film making, many students enjoy creative writing and independent reading for projects.

Our English program is not a panacea for all educational ills, but it has had excellent results. A dozen eighth grade students that met with our principal for rap sessions last year named English as their favorite class. The Bureau of English Education in Albany is using materials written by our English Department in workshops on individualizing instruction.

Since children are creatures of both mind and spirit, the program is designed to meet both cognitive and affective needs of students. Generally, it incorporates the following goals: Individualized instruction, behaviorally stated basic skills, behaviorally stated inquiry skills, outlets for student creativity, opportunities for value exploration and clarification, experiences which develop adequate self images, opportunities for dialogue, relevant academic content, and some student decision making.

*A language program for students who have difficulties in English*

THINK is a programmed learning system designed to improve the language and intellectual abilities of the underachieving, unmotivated seventh grade student. It combines the teaching of the basic content skills such as phonics, vocabulary, grammar, word usage, and reading comprehension with the development of cognitive skills. It enables our students to improve their abilities to gather, process, and analyze information. In other words, children learn step-by-step approaches to expanding their capacities for thinking more effectively.

Participating students perform exercises in creating, qualifying, classifying; in structural and operational analysis and analogy. The program makes no assumptions as to what students have previously learned but drills them to perform steps many times until the correct response becomes automatic. Individual mastery of each part of the program is necessary before the student can move on to new content.

THINK is divided into two major parts: language analysis and developmental reading. In language analysis the student works individually with tapes on decoding and word attack skills. Developmental reading, including sessions on logic and comprehension, concentrates on peer group discussions with the teacher as an active participant.

Our pilot class is divided into three small groups with each group working on a six-day cycle flow chart. There is a built-in

UNATEGO CENTRAL SCHOOL
Otego, N.Y. 13825

CONTACT PERSON:

Jean D. Frasier
English
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"free day" for supplementary activities. There are no grades for the course, but pretesting and post testing and careful records of individual progress are an important part of the program. The class is taught in the reading lab by the lab teacher with the assistance of a junior high school teacher.

The strongest feature of the program is the combination of complete individualization of learning with the opportunity for underachieving children to become totally involved in group discussions where they must reason, express opinions, and justify their answers.

ART

*Third graders do special projects in art*

The basic objective of our special art program is to accommodate projects that can not be handled in a normal classroom because of their complexity, required materials (soap, nails, looms etc.) or the need for individual assistance.

Every third grade student has a chance to participate in a 45 minute class twice a week for five weeks. This works out to about 12 students per class which is an ideal size.

We try to incorporate one "wet" project (plaster of paris, sand casting, paper mache, bakers dough), a project of their choice (weaving or yarn work) and miscellaneous construction or painting. Their work is often displayed in the school lobby.

The children are responsible for their selected materials during clean up. They are highly enthusiastic and class time flies by.

OXFORD ACADEMY
S. Washington Ave.
Oxford, N.Y. 13830

CONTACT PERSON:

Annette Eaton
Primary Art
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*A different way to teach library skills*

Our individualized learning packets pilot program is designed to provide library instruction relevant to the individual student. Each student in the seventh grade "test" class was requested to complete a questionnaire which reflected personal interests and preferences. With this information and a knowledge of the students' reading levels, our librarian was able to structure library/reading-related activities geared to the interest of the student, yet teaching basic library skills.

Small groups make this project possible. The class is divided according to ability and approximately half the class is in the media center at one time. The regular teacher benefits from this arrangement as there is also a small group in the classroom.

When students arrive at the media center, the first person in line distributes the packets, which are labeled by name. Each person then checks the packet for instructions. Many times the instructions are merely directional ("Go to the story steps and be seated."), but often they are for a written activity, game, reading or use of equipment. The student completes the 10-15 minute activity and puts any written work back into the packet. The rest of the period may be used for selecting books, pleasure reading or "library jobs."

Our individualized learning packets system: 1) provides interest-based instruction; 2) gives students a positive attitude toward learning; 3) allows more teacher time per student; 4) permits librarian to understand personal needs of students; 5) Minimizes discipline.

LAURENS CENTRAL
Laurens, N.Y. 13796

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Media Center Director
607-432-2050

## INTEREST SURVEY

1. What is your favorite subject in school?
2. If you could throw out one subject, what would it be?
3. Do you have a hobby? What is it?
4. Do you have any pets? What are they and what are their names?
5. What is your favorite sport? Would you rather play or watch?
6. What are your three favorite TV shows?
7. What magazines do you like to read?
8. What kind of books do you like to read? Be specific!!
9. What are your three favorite books?
10. If you had a school project to do would you rather:
    a) work alone
    b) work with a friend
    c) work with a few other people
11. Circle the following only if you know how to use them correctly.
    a) card catalogue
    b) index of any book
    c) the encyclopedia
    d) index of an encyclopedia
    e) the dictionary

*Five days of diversified outdoor activities at a nearby nature center*

The Outdoor Education Experience for sixth graders, in existence four years, takes place at the Rogers Conservation Center at Sherburne, New York. It could, however, be adapted to any facility with the necessary kitchen and sleeping arrangements. The sixth graders spend five days at the Center living and learning together. A typical daily schedule is as follows:

| | |
|---|---|
| 7:30 - 8:00 | Breakfast |
| 8:00 - 9:00 | Free time, breakfast clean-up |
| 9:00 - 12:00 | Instructional program |
| 12:00 - 1:00 | Lunch |
| 1:00 - 4:00 | Instructional program |
| 4:00 - 5:30 | Supervised activities: games, sports, interest groups |
| 5:30 - 6:10 | Supper |
| 6:10 - dusk | Free time and supper clean-up |
| dusk - 9:30 | Campfire program |
| 9:30 - 10:00 | Snack |
| 10:00 | To bed |

The children, supervised by adults, do all the food and clean-up chores.

Our staff comes from a variety of resources. Parents help with meal preparation, conduct mini-courses, and supervise play activities. In addition to our regular teaching staff, we have welcomed the assistance of student teachers from SUCO and a student teacher from SUC Cortland has been in charge of our campfire program. Last year 15 students from a seminar at Oneonta observed and took part in many of the events.

UNADILLA ELEMENTARY
Main Street
Unadilla, N.Y. 13825

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Ronald J. Hull
Elementary Principal
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During their week at the center, students engage in an exciting diversity of activities such as map construction, trail walks for bird and plant identification, insect collecting, creative writing and art experiences. They also study micro-ecology (marsh, woodland etc.), soil characteristics and sewage treatment.

Our objectives are: 1) to complement curriculum covered in the classroom by direct learning experiences; 2) to apply arithmetic skills to first hand learning; 3) to understand and appreciate the local area and its historical development; 4) to recognize some common local plants and animals; 5) to become aware of the natural environment and the importance of the balance of nature; 6) to realize the relationship between man and his environment; 7) to foster positive human relationships and social values through group planning and group living.

Through our outdoor program we are able to see and get to know our sixth graders in a more relaxed situation than the regular school program. We also feel our students come to know us better. Parent involvement in the program is helpful to public relations and enables teachers and parents to become more closely acquainted. Most important, our program gives students a chance to be close to nature and develop an appreciation for it. They are presented with a concentration of learning activities that attempt to teach the interrelatedness of all aspects of our environment.

*Older children are guides for primary outdoor adventures*

We have 15 sixth grade girls who are Trail Guides for the primary children's outdoor experiences. These guides are volunteers who have participated in a series of trail walks and workshops, followed by research in our library and media center. The guides then meet with the primary teachers to develop ideas and schedule times for outdoor experiences. Usually the guides stay with the same group for the school year.

About five girls go out with a teacher and her class. This allows about four or five children for each guide. The children ask many questions, requiring the guide's constant use of the media center to find answers. The guides often set up a post-study center in the media center or classroom for primary classes' use. They also take pictures of groups on the trail, with cameras available in the center, to use as bulletin board displays or to encourage creative writing.

We are trying this year to use the trail in all of the seasons and in different types of weather. The two age groups are mutually stimulating and it is impossible to measure the related learnings such as: safety, respect for all types of life, a feeling of the interdependence of man and his environment, responsibility toward each other, appreciation of the ever-changing beauty of the natural world--its myriad colors, movements and sounds.

Our outdoor experiences program is possible because we have an easily accessible outdoor site and a media center which has excellent references for any age group or ability.

GREATER PLAINS
ELEMENTARY SCHOOL
Oneonta, N.Y. 13820

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Eva Chamberlin
Sixth Grade
Dr. R. Dale Bellino
Principal
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## MIDDLE SCHOOL ORGANIZATION

*All-curriculum team teaching for grades five through eight*

We use the middle school concept as a method to organize grades five through eight into an educational segment of our school.

All disciplines are team taught, with planning time spent on individual students and their educational needs. As much as possible the program is kept flexible so students can work at their own achievement levels.

This program has been functioning about five years and is constantly being adjusted to better serve students ages 10 to 13.

MARGARETVILLE CENTRAL
Margaretville, N.Y.
12455

CONTACT PERSON:

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Supervising Principal
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*An elective activities program for the fifth and sixth grades*

We offer students choices in arts and crafts, cooking, music and club activities that supplement the regular academic program. These activities take place four days a week for 50 minutes in six to eight week blocks of time. Ten volunteers are involved in this program along with the regular teaching staff.

Here are some of the activities offered:

band
guitar
TV-5
knitting
dramatics
ornaments
papercrafts
stitchery
volley ball
orchestra
rug hooking
chorus
strings
cooking
TV-6
crewel
art club
math club
arts and crafts
library
chef's club

Archery, cheerleading, pottery and macrame have been offered in the past.

By giving students socialization time in pursuing their interests, they are developing auxiliary living skills. Our activities program also fosters a "service" attitude toward home, school and community.

BAINBRIDGE-GUILFORD
CENTRAL SCHOOL
Bainbridge, N.Y.
, 13733

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Floyd L. Prouty
Elementary Principal
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## PROJECT ARTS

*Industrial arts and home economics for boys and girls*

The unique aspect of our program is that either boys or girls may elect activities in the industrial arts or home economics. Activities such as woodworking, appliance or machine repair, tie-dying, candle making, cookie or pie baking, sewing, and cake decorating are examples of projects offered.

We like to do projects in correlation with subject matter areas. For example students built a Roman Catapult, held a chariot race, and have made replicas of medieval weapons.

SHERBURNE-EARLVILLE
CENTRAL SCHOOL
Sherburne, N.Y.
13460

CONTACT PERSON:

Walter Smith
Team Grade 5 and 6
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*Coed elective sports for sixth graders*

Our physical education teachers decided to offer the sixth graders a choice coed program. The facilities (a divided gym and large outdoor area) and the scheduling (all sixth grades in the afternoon) seem to suggest such a program.

Three different activities take place in two week blocks of time and each student chooses one. Each activity is offered two or three times during the year and is open to boys and girls. Books and rules on these activities being offered are available in a special section of the library. In spring and fall the events are almost always outdoors. During the winter, two are inside and one is outdoors or the stage is used as a third station. Students can play the game or practice skills as desired with the instruction directly related to the individual's present level of ability and interest.

The strengths of our physical education program are:

1. Students can choose rather than all students participating in all activities.
2. Skills learned in grades one through five are put into practice.
3. It provides many opportunities for individual planning and responsibility.
4. Better use is made of facilities and equipment.
5. Students are more active since they start participating as soon as they dress.
6. It allows participation in many additional activities such as tennis, jogging, skiing, golf etc.
7. It promotes coed sports.

GREATER PLAINS
ELEMENTARY SCHOOL
Oneonta, N.Y. 13820

CONTACT PERSONS:

Priscilla Thompson
Physical Education
Albert Sheer, Jr.
Physical Education
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*Eighth graders consider the future*

Our program introduces students to basic career educational concepts. The 20-week course is roughly divided into three sections.

A) Students engage in readings, group projects, individual assignments, group discussions, and role playing exercises.

B) Students begin to narrow down their field of interest by taking a preference test.

C) Students then go to the guidance office for individual research on jobs they think they might like to get into when they leave school.

The program motivates our students to begin thinking about what they want to do when they leave school.

HANCOCK CENTRAL SCHOOL
Read Street
Hancock, N.Y. 13783

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George Hearing
Guidance
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*Providing more library resources for students*

Our library has changed significantly in the past few years. We have 1) doubled its space by adding an adjoining classroom; 2) further developed the library as a media learning center by adding 26 study carrels; 3) installed a wireless loop system and 16 listening stations; 4) added software. This has all been accomplished through local support and correlation of Title I and Title III proposals.

We had a great need to develop a media center that makes available to students audio tape programs, educational TV programs, video tape programs and good music--all which can be presented simultaneously. This project enriches our curriculum, allows individualized learning to take place and provides a media method for students to make up missed work and assignments if the teachers wish to make use of the system.

We believe that through establishing and maintaining the media learning center we are offering students alternatives to study halls. The media center is versatile and its presence encourages students to pursue their interests.

STAMFORD CENTRAL
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Stamford, N.Y. 12167

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Principal
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*Including philosophy and the arts in secondary curriculum*

The purpose of our humanities course is to give students an identity through the arts and philosophy. The attempt is to broaden their cultural and intellectual base so they can better cope with today's society.

The program is a combination of English 12 and Social Studies 12 and is offered only to seniors at the present time.

Students are required to complete ten projects throughout the year. These projects include a research paper, a community activity, a hand-built project, something visual and several of their own choosing. Six activities must be presented to the class.

The major strength of the program is its flexibility. Scheduling in the humanities is not a problem. We have sufficient time (two periods a day) to accomplish many different things. Seminars are offered two days a week. Topics vary from Oriental religions to taking care of house plants to the origins of rock music to the study of a major novel.

WINDHAM-ASHLAND-JEWETT
CENTRAL SCHOOL
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English
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*Practical language arts for high school students who have difficulty in English*

In an effort to reach those students in our school system whom we "lose" because of inability to read secondary material, a combination class of 10th and 11th graders was formed this year. All students in this section have reading problems and have difficulty communicating in speech or writing.

Communication Arts is geared to approximately the fifth or sixth grade reading levels. The materials used are chosen specifically for their application of reading skills and are all career oriented. Grammar work is limited to recognizing and writing complete sentences. Spelling is a basic 200-300 word list of commonly misspelled words. Writing is limited to filling out forms, composing original sentences to reinforce spelling and grammar skills, very short letters or specific essay questions. The vocabulary focuses on those words encountered in various fields. A portion of time is spent reading and evaluating newspapers to improve students' abilities to recognize slanted materials and to use discrimination in choosing their reading.

The program includes investigation of various careers with trips to factories, newspaper plants, hospitals, department stores, and other available facilities. The educational TV series on career education is also used to introduce students to the many careers available to them with a minimum of college education or apprenticeship.

The purpose of this course is to prepare a group of students who have learning difficulties to function more efficiently in their world upon graduation.

GRAND GORGE CENTRAL
Grand Gorge, N.Y.
12434

CONTACT PERSON:

Mabel Faoro
English and Spanish
607-588-7591

ENGLISH

*Students choose secondary English courses*

Over a period of several years we have changed our high school English program, grades 10 through 12, to a series of one semester elective courses. Students elect one or more English classes each semester (some take three!). There is no grade level--10th, 11th and 12th graders are in most classes. Regents students must take three literature classes; nonregents two. All students must take at least one each semester.

Courses offered are:

Themes in Modern Literature
The Nature of Man
Developmental Reading
Film Production and Appreciation
Individualized English
(3 sections)
The Modern Novel
Major British Authors
Major American Authors
Speech and Drama
Business English

MORRIS CENTRAL SCHOOL
Morris, N.Y. 13808

CONTACT PERSON:

James Couden
English
607-263-5110

*Drama--an English elective*

Our elective offering in English attempts to cover all phases of drama. The first part of the course focuses on student development so that they will gain personal enjoyment from reading plays. This section includes reading scenes aloud.

Then we analyze the structure and various forms of drama. In addition to the traditional study of exposition, plot, character, theme, comedy and tragedy, we also introduce 20th century experimental drama.

The final interpretive part of the course is devoted to student activities. Through improvisation, pantomime, and interpretive reading, students participate in dramatic exercises that are fun and enhance their appreciation of the theatre. We have both group and individual performances with an independent project requested from each student at the end.

By first understanding the history of drama, then inviting actual participation we feel we accomplish the course's objective. This is to encourage "love" of the theatre by appreciating past drama and understanding the best of present forms.

LAURENS CENTRAL SCHOOL
Main Street
Laurens, N.Y. 13808

CONTACT PERSON:

Christopher Martin
English
607-432-2025

*Innovative approach to high school social studies*

Our elective social studies program, now in its second year, provides an opportunity for each student to explore areas of interest in six disciplines of social studies rather than the two areas of political science and history stressed in the state curriculum. The program consists of heterogeneous grouping both by grade level (10-12) and ability range, and covers a series of sixteen 20-week elective offerings. Each student in grades 10-12 must pass a minimum of four elective courses including one in American Studies. In addition, one other course is taken in an area such as Frontier Influence in America, Rural-Urban Conflict or Ecology which completes the one year American Studies requirement for the state.

Other course offerings are: American Studies (non-regents), Great Wars of the World, Law for the Layman, Philosophy of Religions, Cultural Anthropology, The Presidency, Science History, Russian History, Minorities, Latin America, Wars of the U.S., Revolution-Civil Disobedience, Sociology, Great Leaders in American History, Independent Study in Social Studies, Local Government, and Introduction to Psychology.

The primary reasons for changing to the new elective program were threefold:

1) student interest should be the major criteria for student success and by allowing students to choose according to their interests, they would work harder and accomplish more.

2) the state curriculum was im practical, e.g. the 10th grade European Culture Studies covers some 88 years a week. We felt the curriculum did not allow students to study a particular situation in depth, thus did not develop their ability to examine situations well

OXFORD ACADEMY
So. Washington Ave.
Oxford, N.Y. 13830

CONTACT PERSON:

Paul Maholchic
Principal
607-843-2025

enough to draw logical conclusions and develop valid concepts.
3) a full year of European and American history did not provide the student with a range of experiences necessary to cope with and understand the 20th century world.

Students are excited that they may propose new course offerings for the following year through interest surveys. Our assumption is that by allowing students to make decisions, they will become more self-directed, independent and analytical.

Moving into a new program with no prepackaged curriculum materials presented the staff with both a challenging situation and a certain amount of insecurity. All this led to a real self-examination of teaching goals, attitudes, strategies and methodology which some teachers are still in the process of resolving through various experimentations. In general, the staff has become more flexible in program orientation and more interested in integrating social studies with other related curricula in the school. The program has also made extensive use of our media center as a resource.

This new program operates under the same budget as the former primarily because paperbacks are used in lieu of hard cover texts. Our students are reading much more material which increases their ability to interpret and analyze information for themselves. As an added educational dimension, the community has become a valuable resource tool for

various phases of the program.

One of the major strengths of this new social studies program is that the student has been exposed to a wealth of learning experiences such as: contracting, valuing, role playing, debate, lecture, discussion, research, drawing or illustrating history, analytical thinking, decision making and group interaction. Our whole social studies program has moved into a more prominent position in the total curriculum with a relevancy that is new, innovative and attractive to the high school student.

*Mini-courses in all subject areas*

Various members of the senior high staff with special expertise are offering elective 20-week mini-courses mainly to grades 11 and 12.

The purpose of the program is to bring variety to our high school offerings and at the same time fulfill the basic requirements for graduation.

In some instances such as art, music, and home economics, students contract to do a specific individual project and receive a certain amount of credit (¼, ½, 1), as well as a grade. In this manner several levels of a particular subject can be handled at the same time within the classroom.

Students are provided with course outlines through the guidance department and may then choose which course they wish to take.

The whole program is being evaluated this year. Some anticipated concerns seem unfounded while others unexpectedly have developed. The program's greatest strength lies in student enthusiasm toward electives; its greatest weakness is the tendency of some students to load up with easy courses.

MARGARETVILLE CENTRAL
Margaretville, N.Y.
12455

CONTACT PERSON:

Dennis M. McLean
Supervising Principal
914-586-2647

*Choosing social studies courses in the ninth grade*

During the second semester of ninth grade social studies, students are offered 13 mini-course electives that have particular emphasis on the emergence of Asian and African countries. The mini-courses last between two and three weeks and are selected by the students. Each student may elect six out of the 13 offerings.

The value of these offerings is manifold. Primarily, students are given a "choice" in both concepts and content of what they would like to continue studying following the first semester general survey of Asian and African cultures. Its organization along conceptual lines make it easier to establish a comparative culture study and thus enhance student learning. Topic electives are:

1. Relations Among Nations
2. Growth of Russian Communism
3. Growth of Nations
4. Independent Study
5. The West in Asia and Africa
6. Man's Search for Meaning
7. Family Life
8. Food Crises
9. Continuing Chinese Revolution
10. Traditional Arts and Literature
11. Nationalism
12. African Case Study: A major tribe
13. Current Events

Finally, due to the flexibility of the mini-course program, we are able to include many highly relevant, student-initiated topics that might not be considered in the traditional program.

Our ninth grade mini-course social studies program has been in operation four years and is enthusiastically received by our students.

NORWICH CENTRAL SCHOOL
Norwich, N.Y. 13815

CONTACT PERSON:

Lyman O. Anderson
Junior High School
Principal
607-334-3211

*A skills development program leading to independent study*

Our Social Studies Nine Independent Studies Program was set up in 1973-74 by a teaching team to get students more actively involved in personally planning, making decisions, and completing their own learning programs. Out teaching team felt that students ought to be more involved in the process of selecting materials and in the development of their own inquiry skills. Our independent study program provides gradual self-direction as students are ready to assume this responsibility.

Students begin the year working on the development of learning skills and progress through four stages of increasing independence and responsibility. During the last 15 weeks of the year those students who still need attention regarding skills development receive it while others assume varying degrees of self-reliance in forming their own learning programs. Those who have reached the fourth stage are completely free to set up their own program within the unit of study.

Our program employs the following teacher-made resource materials: learning packages for skills development; learning contracts, teacher-defined learning options, student self-evaluation forms and independent study evaluation forms. It also relies extensively upon student use of classroom resource files, classroom library, school library and the media center.

UNATEGO CENTRAL SCHOOL
Otego, N.Y. 13825

CONTACT PERSONS:

George Stoehr
Social Studies
Kevin DiBartolomeo
Social Studies
607-988-7065

*Examination of Latin American History and contemporary events*

Recent statistics show that more Spanish is spoken in the Western Hemisphere than any other language. It seems that a better understanding of our Latin citizens and their heritage would contribute to the total well being of our country and strengthen international relationships with our Latin American neighbors. A study of this nature also lends itself to some understanding of common problems in developing nations; e.g. agricultural and industrial development, social and political change.

Our Latin American history course gives a general overview of the history and present problems of the 21 republics. We introduce our study with the explorers, some, of course, common to both North and South America. Students choose topics from the course outline and spend most of their time in the library doing research for reports and discussions.

From there we talk about Indians, the colonization period, revolutionary wars and problems of new governments. As each student keeps a scrap book of current events in a particular country, ample materials are available to compare modern political, social and economic problems.

I feel genuine interest results from the course. Former students stop me and ask if I am aware of the most current changes in the Latin American republics. Aside from gaining an awareness of international problems, students improve their research and writing techniques.

HANCOCK CENTRAL
Hancock, N.Y. 13783

CONTACT PERSON:

Thomas Cleveland
Social Studies
607-637-2511

## Social Studies

*Students assess private dwellings*

During their study of local government, students spend one week becoming familiar with property assessment techniques. The class goes over the many forms involved and the formula used to determine assessed valuation.

Students then attend an on the spot evaluation with the cooperation of a local assessment board member. This session is recorded on videotape.


OXFORD ACADEMY
Oxford, N.Y. 13830

CONTACT PERSON:

Lyle S. Walsh
History
607 843-4584

*Students examine local government*

The purpose of this 10-week course is to acquaint students with the makeup, functions, duties, budget, and election process of local governing boards such as county, town, village and school districts.

We attempt to involve students in a problem-solving approach to the potential difficulties that face local governing board members--what resources are at their disposal and how they meet community objectives. The program is based upon one developed by Cornell University under the Intergovernmental Act of 1970.

In principle, the course presents a number of problems for students to solve after learning the structure and role of the particular governing board. Students work individually or in committees doing research work finding possible alternative solutions to various issues.

A mock board meeting is held with students acting both as governing board members and constituents with problems to be solved. We conduct field trips to see actual local town, village and school district boards in session.

The program's strength is the introduction of the problem-solving approach used by actual local governments.

ANDES CENTRAL SCHOOL
Andes, N.Y. 13739

CONTACT PERSON:

Charles Smith
Social Studies
914-676-3166

## Social Studies

*Trips for social studies enrichment*

On the premise that a picture is worth a thousand words and also because cultural development is limited in a rural area, the social studies classes take part in many field trips.

These trips often focus on the humanities and English teachers cooperate by team teaching on the various excursions. Parents approve all trips and pay one half the cost. The board has encouraged our efforts by granting leave and paying the balance of the costs.

Trips are planned in the fall of each school year with special emphasis given to the grade, subject matter and interest levels of the group involved. Some outings are staff planned; other make use of the chartered tour office service.

In the last three years students have spent: 3 days in Washington D.C.; 3 days in Montreal and Quebec; 2 days in Amish Country; 2 days in Philadelphia; 1 day at New York City historic sites; 1 day in New York City Theatre District; 1 day at West Point; 1 day at the Museum of Natural History and Planetarium; 1 day at Sturbridge Village; 1 day at Radio City Holiday Show.

Students have also visited Chinatown, local colleges and libraries, and taken boat rides around Manhattan. The one day trips are arranged for grades 7-9 while grades 10-12 take part in the overnights.

We use school buses for all outings and have received excellent cooperation from our drivers. Under some circumstances the community helps needy students defray their share of the costs.

GRAND GORGE CENTRAL
Grand Gorge, N.Y.
12434

CONTACT PERSON:

Charles DiGiovanna
Citizenship Education
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*A process conceptual approach to junior high school science*

The fundamental assumption underlying our nongraded science program is that science at the junior high school level should serve as a general educational function for all students. The program presumes that both the process of science inquiry and the concepts of science can and should be introduced simultaneously by allowing major concepts to arise out of student investigation.

Special materials and equipment have been designed to allow the rate of instruction and the scope and sequence of content to vary with individual student background, interest and ability. The approach is activity-centered with pupils primarily involved in handling objects.

The heart of the ISCS program is a set of highly explicit printed materials that identify what the student is doing and what equipment is needed. They also provide help in interpreting observations along with the teachers who act as resource people.

The content of the ISCS Science Program includes the following:

LEVEL I ((primarily for 12-year-olds)

Energy: Its Forms and Characteristics (Measurment) (Physics)

LEVEL II (primarily for 13-year-olds)

Matter: Its Composition and Behavior (Model Building) (Chemistry)

LEVEL III (primarily for 14-year-olds)

Independent Study Units

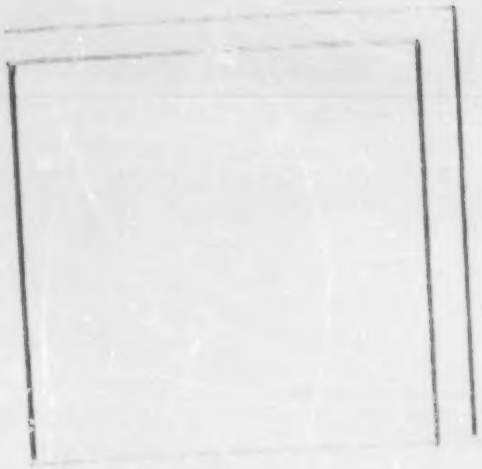
NORWICH CENTRAL
Norwich, N.Y. 13815

CONTACT PERSON:

Lyman O. Anderson
Junior High School
Principal
607-334-3211

(Experimentation and Investigation) (Earth Science)

Summarizing its strengths, the IDCS Science Program is student-centered, the instruction self-pacing and individualized, with the science teacher in the role of a guide or resource person rather than a teacher.



*Peer teaching in science*

In our science class, we have students act as teacher-instructors, teaching topics of their choice to the class. They research, plan their own presentations, give exams and grade the class.

The teachers assist with guidelines and suggestions on how to go about it. It is a group project but done in pairs or individually within the room. Most time is spent in preparation.

This unit builds responsibility in planning, research, organization and group presentation often not experienced among low achievers. Students who normally turn off in class become part of the group activity, willingly relate to and discuss preparation with the teacher, and take more of an interest than in a normal classroom situation.

In many cases general discipline problem students are courteous and allow others to teach because they know they will eventually do the same. Once the teaching sessions begin, students listen well and enjoy what is going on.

OXFORD ACADEMY
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CONTACT PERSON:

Howard Gohl
Science
607-843-2025

*Electing ninth grade science units*

The two 7-12th grade science teachers have designed a curriculum for all ninth grade students who are not enrolled in Earth Science, but must fulfill their science requirement. We have created eight 10-week mini-courses. Each student selects any four courses from the groupings below:

| | |
|---|---|
| 1st 10 weeks | Electricity or Heat |
| 2nd 10 weeks | Space Science or Conservation |
| 3rd 10 weeks | Meteorology or Chemistry |
| 4th 10 weeks | Astronomy or Ecology |

The matching up of two courses was done after surveying the class last year to determine the least possible number of conflicts. We also surveyed the students to determine what courses from a larger list of possibilities would be of most interest to them.

The electives program enables us to work with smaller groups of students and thus offer them more laboratory experience.

LAURENS CENTRAL
Laurens, N.Y. 13796

CONTACT PERSONS:

Grace Reinhart
Science
Richard Smallin
Science
607-432-2050

*Students study the home*

As a supplementary idea to the present ninth grade science curriculum, we have a course entitled home science which touches on home economics, industrial arts and physical science. Included in the theme is managing and use of the home, general and preventive home maintenance and home repair. We concentrate on the complexity of the home--its structural systems, equipment and environmental concepts. Art and math exercises are used to reinforce learning techniques.

The course is organized around collecting community materials, literature, text resources, and lab equipment i.e. home items. In the new program design, students dissect home science items instead of animals.

OXFORD ACADEMY
So. Washington Ave.
Oxford, N.Y. 13830

CONTACT PERSON:

Howard Gohl
Science
607-843-2025

*An elective in anatomy and physiology*

Our traditional biology program has taken the elective approach by offering a 20-week course in anatomy and physiology and a 20-week course in zoology. Students may elect the standard regents biology program as well, as part of their science sequence.

The 20-week program in anatomy and physiology is arranged to give an in depth introduction to the skeletal, muscular, circulatory and respiratory systems.

Career education concepts are infused as we explore interests in health, physical education, nursing and related health areas. It is a lecture course with laboratory work included.

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Oxford, N.Y. 13830

CONTACT PERSON:

David Constantine
Science
607-843-2025

*Two ways to teach high school chemistry*

Our chemistry program is directed toward the student in the college preparatory sequence. With some of the program based on the Contract 200 system of the Do-It-Yourself Publishing Co., the chemistry curriculum provides two approaches: 1) the structured classroom with the lecture method for those students who learn under the traditional system; 2) an optional contract program for other students. The latter program features some 20 contracts which take students through a graduated learning process and allows them to work at their own rates to finish a prescribed amount of study. In this highly individualized approach, the teacher becomes a resource person, free to interact on a one to one basis. A student may take a year or more to complete the program, and, upon finishing, takes the regents.

Career education is also infused into the program as items of interest pertain to each student. Curriculum coordinated field trips are planned in special areas.

Evaluation in the contract system is based on previous performance in science and math courses, student progress and a student-teacher review of work accomplished. Marks are based on tests taken only when a student feels ready. If the level of expectation is not met, each student is allowed four additional chances to improve. A student is also self-evaluated on a modified PACE program record sheet. Evaluation for the structured classroom program is carried out in the traditional fashion.

OXFORD ACADEMY
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Oxford, N.Y. 13830

CONTACT PERSON:

James M. Volten
Science
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## INDEPENDENT STUDY

*Learning self-discipline through independent work*

Under our independent study program students plan and initiate their own studies, and maintain a definitive schedule so that the teacher-supervisor is not a "policeman" or "prodder" throughout the program.

Permission for independent study requires teacher, guidance, parental and administrative approval. Should a study fall behind the predetermined schedule, it is dropped, not failed. The underlying philosophy is to teach the student self-discipline, necessary for successful independent study.

Our program is open-ended as far as potential subject matter is concerned. It may be academic, vocational, or community oriented. The student may work under any authorized supervision in school or in the community.

Each project is judged on its own depth to determine whether credit may be granted or whether it is for enrichment purposes only. Credit granting (¼, ½, or 1 unit) or noncredit granting is based on the merit and expansiveness of each project. This determination is made at the outset by the Independent Study Committee and the principal who has final authority as per the NYS Commissioner of Education's Regulations. Successfully completed noncredit projects will be noted as student-initiated enrichment courses on the student's permanent record and on any transcripts.

WALTON CENTRAL SCHOOL
Walton, N.Y. 13856

CONTACT PERSON:

Paul M. Ryan
Director of Curriculum and Instruction
607-865-4116

*Learning beyond the classroom*

Educators have discovered that a tremendous amount of learning takes place outside the classroom and that important subject areas are not always found in the normal high school curriculum. Research has also indicated that some students are effective learners working alone as well as in traditional classroom settings. Students know, as do their teachers, that intellectual growth continues during summer vacations and after school.

With this knowledge, we have implemented a strong independent study program to supplement our standard curriculum. We believe the program, structured and implemented by the faculty in coordination with the curriculum committee, allows students greater flexibility of assignment.

Guidelines are as follows:

1. Independent study is recommended for honor students or students who have shown an exceptional interest in some field of endeavor.
2. The student submits an outline and bibliography for the project to the curriculum committee.
3. The student may prepare a project independently or in conjunction with a faculty member.
4. Projects are limited to ¼ credit, but students can complete four units a year.
5. Once developed, the project is submitted to the curriculum committee and high school administration for credit.

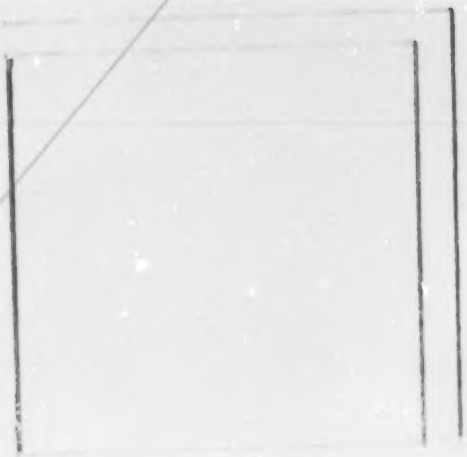
The primary purpose of our independent study program is to offer students a greater variety of educational experiences. It helps prepare

HUNTER-TANNERSVILLE
CENTRAL SCHOOL
Tannersville, N.Y.
12485

CONTACT PERSON:

Franz Brill
Administrative Ass't.
518-589-5400

our students for higher education and teaches them the advantages of pursuing a course of study at their own rate of achievement. By offering students greater freedom, the program also fosters discipline and responsibility.



*Expanding curriculum through independent study programs*

Our independent study programs follow three separate schemes: 1) enrichment courses (above the regular curriculum); 2) courses usually offered but not in a particular year; 3) courses that do not fit into a student's regular schedule.

For enrichment we offer Advanced Placement Math or college calculus. Students meet regularly with the instructor throughout the year and an advanced placement test is administered in June for high school and college credit. We also have Advanced Biology which involves work projects in the field of biological research (mice, fruit flies, fish breeding etc.). Students have assigned projects, class meetings, and frequent one to one work sessions with the instructor. Enrichment also includes Shorthand II, Bookkeeping II, and Typing II offered to the talented business student who wishes to continue with business skills not included in the regular curriculum.

Due to lack of enrollment we do not offer physics this year, but a student is taking a correspondence course in physics from the University of Nebraska. He has both a Nebraska professor and a faculty member at our school as sponsors and will take New York State regents in physics in June. As units are completed, they are mailed to Nebraska for grading and written appraisal. The school district pays for the mailing of materials each way.

About 40 of our students are involved in the independent study program which offers courses that do not fit into a student's regular schedule. Our expanded

WINDHAM-ASHLAND-JEWETT CENTRAL SCHOOL
Windham, N.Y. 12496

CONTACT PERSON:

William Thompson
Guidance
518-734-3400

curriculum is geared for both the ambitious student or the average student who wants or needs a particular course. It is our hope to provide every one of our students with all the opportunities possible in a small school setting.

*Viewing vocations and related economic subjects*

Planning for tomorrow has a dual purpose of assisting students in career selection and exposing them to all aspects of career education. It is team taught by the English and Business departments.

Students take various aptitude tests, research two job areas, then do actual observation in the field. Time is then spent on data sheets, application letters and blanks, job interviews and work attitudes. There is also a unit on leisure time.

The balance of the course is devoted to the following topics:

1. The Marketplace
   - How to use advertising
   - Avoiding gyps and frauds
   - Safeguards for shoppers
2. Money Management
   - Earning
   - Spending
   - Borrowing
   - Saving
   - Budgeting
3. Consumer Law
   - The right to be informed
   - The right to safety
   - The right to choose
   - The right to be heard
4. Insurance
   - Life insurance
   - Health insurance
   - Property and liability insurance
5. Mini-courses
   - Cars; environment; credit; housing; jobs and careers.

OXFORD ACADEMY
Oxford, N.Y. 13830

CONTACT PERSON:

Shirley Detweiler
Business
607-843-2025

*Modified work-study for high school students*

Student released time from school allows students the opportunity for part time employment which may be a valuable supplement to their education. This opportunity is available to any 11th or 12th grader who meets eligibility requirements developed by our faculty and administration. The supervisory principal approves all released time applications.

Quarterly evaluation reports are required from the employer. Criteria includes attendance, promptness, attitude, ability to follow directions, ability to work well with other employees and any additional comments.

HUNTER-TANNERSVILLE
CENTRAL SCHOOL
Tannersville, N.Y.
12485

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Franz Brill
Administrative Ass't
518-589-5400

*Multitude of choices in physical education*

Our electives program in physical education has been in existence two yea.s. The students select the activities included in the program in the spring of the previous year. The program is offered now to 11th and 12th graders and hopefully to 10th graders next year. There are three activities in each three-week session.

Each course offering has an outline designed by the teachers. The elective activities this year are:

Tennis
Archery
Golf
Soccer
Bicycling
Lacrosse
Speed-a-way
Handball
Paddleball
Hiking
Flag Football
Horseback Riding
Folk Dance
Social Dance
Badminton
Floor Hockey
Team Handball
Universal Gym
Basketball
Rifle
Skiing
Bowling
Volleyball
Outdoor Activities (sledding, tobogganing)
Gymnastics
Recreational Leadership
Softball

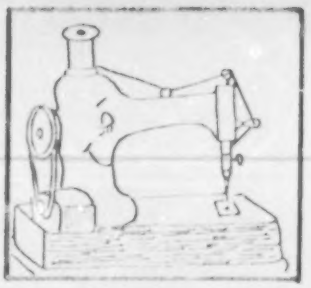
Some activities such as horseback riding, bowling and bicycling are held off campus. The students pay for the first two and bring their own bicycles for the other. Instruction for horseback riding is done at the stables with our teachers present. The off campus courses are so popular that we run buses back and forth. Our periods are 56 minutes which is an adequate length of time for these activities.

UNATEGO CENTRAL
Otego, N.Y. 13825

CONTACT PERSON:

Gerald Green
Assistant Principal
607-988-7065

## PROJECT ARTS



*A 20-week elective crafts program*

Our program is scheduled two periods a week and is designed to introduce students to various crafts. They select any craft project they are interested in and work on it individually or in groups, with instruction as needed. Whenever possible, resource people contribute to these sessions.

Our objectives are: to develop skill in one or several crafts; to develop a sense of satisfaction and worth from work done with hands; and to provide awareness of constructive ways to use leisure time.

HANCOCK CENTRAL SCHOOL
Hancock, N.Y. 13783

CONTACT PERSON:

Louise Baskenville
Home Economics
607-637-2511

*Subdividing music room into three sections*

We have installed sound modules in the music (band) room at our school to meet the needs of an expanding music program involving a large percentage of our students. It was felt by the music teachers and students that we needed to create a place where students could go to practice their instruments during study hall or other free time.

By installing a 30 square foot sound module and a 65 square foot module, we can now have an individual practicing in one; a group in another; and the music teacher conducting a music class simultaneously and under supervision.

Students seem pleased with this opportunity. These modules do give them a place during the academic day to come and practice. Music teachers make better use of their time and the modules provide them with greater flexibility within the total program.

This program was accomplished mainly by local support and some Title III allocation.

STAMFORD CENTRAL
River Street
Stamford, N.Y. 12167

CONTACT PERSON:

Richard Little
Principal
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## EARLY GRADUATION

*Graduating end of junior year*

Any entering 11th grade student who will accumulate 17 units by the end of the 11th grade may elect to take English 12 or two senior English electives. If all 18 units are completed during the school year the student may be graduated prior to the scheduled graduation date.

HUNTER-TANNERSVILLE
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Tannersville, N.Y.
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*Entering college end of junior year*

The Early Admissions Program, officially sanctioned by the NYSED and adopted as an option by the board of education, is an opportunity for able and ambitious high school students to more adequately meet their needs and capabilities by leaving high school at the end of the 11th grade and entering college. They may attend college on either a nonmatriculated (part time) or matriculated (full time) status.

High achievement, sincere motivation, adequate evaluation of standardized test results as well as in-depth interviews with the counselor are prerequisites for consideration. Parents are usually interviewed by the counselor or principal or both.

Our high school communicates with the college to keep abreast of the student's progress. The college is required to report final grades to us in order than the student may graduate with his class.

If they desire, students in this program are allowed the usual privileges of the senior class such as the senior portrait, class trip, graduation with cap and gown. By becoming full-time students they relinquish claims to honors and eligibility for high school athletics. They are, however, entitled to any financial aid programs offered to other full-time college students.

AFTON CENTRAL SCHOOL
Afton, N.Y. 13730

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HS Counselor
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## CREDIT TRANSFER

*Transfering senior English requirement*

Students that are accepted by an accredited college or university may postpone high school graduation until they have completed freshman English. Our school will accept college freshman English as the 12th grade requirement. This is true as long as 18 units have been earned by the student.

HUNTER-TANNERSVILLE
CENTRAL SCHOOL
Tannersville, N.Y.
12485

CONTACT PERSON:

Franz Brill
Administrative Ass't.
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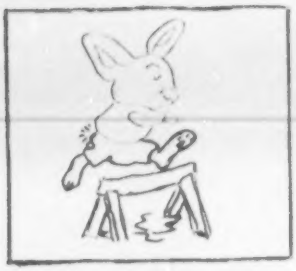


*For students grades 7-12 who have experienced frustrations and difficulties in the established school setting*

These are students who have demonstrated an obvious reluctance to participate in the traditional school program. They refuse to abide by the regulations set down by the school, demonstrate inappropriate social behavior, and show difficulty in relating to their peers and/or to the school staff. As a result these students have little academic success and are several years below grade level in reading and math. They are among the learning disabled and emotionally impaired.

Students are admitted to the special needs program by parent, student or teacher application. The high school guidance counselor initially screens the applicant followed by the school psychologist who interviews the student and may conduct further tests. A committee composed of the high school principal, guidance counselor, psychologist and special needs teacher then meets to determine the needs of the student and a prescription for meeting these needs.

Our school has provided housing by purchasing from the Federal Government a surplus trailer and remodeling it as a separate unit independent of the regular school building. It has been furnished differently from the usual school equipment, creating an entirely unstructured atmosphere.

The teacher in charge works with the students on almost a one to one basis using equipment such as SRA programs, System 80, sound filmstrip kits and reading and math aides. The special needs teacher coordinates her efforts

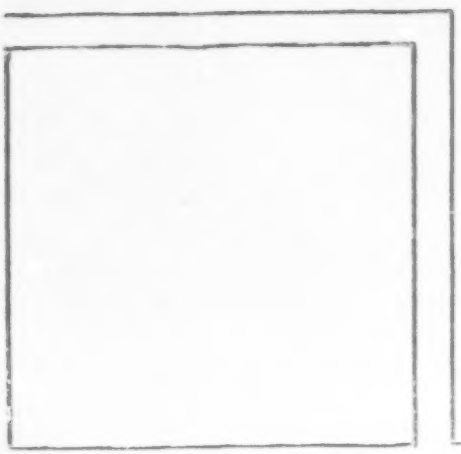
AFTON CENTRAL SCHOOL
Afton, N.Y. 13730

CONTACT PERSON:

Francis Sullivan
Principal
607-639-1111

with the regular teaching staff.

This program hopes to return to the regular school program students who have raised their reading comprehension and math ability to the age and grade level they should be in. It aims to develop in the students a feeling of success both academically and socially with students in the regular program.



*Out of school working and learning for students with special needs*

Our school work experience project was designed to help students who gain very little from the regular school program.

These are students who demonstrate their frustrations by anti-social behavior--either passive/aggressive in nature or by self-imposed isolation. They persistently do not get along with their peers or with their teachers, and their performance is well below their general aptitudes.

Recommendations for this project may come from teachers, the guidance counselor, or the administration.

At school, these students attend two 1-hour seminars a week and other extemporaneous problem-solving sessions. But the largest portion of time is spent in the field, with experiences selected among the businesses and community service agencies that accept volunteers. These field experiences are coordinated with the seminars providing the link between school and community.

From the work experience, subject areas and related skill areas can be identified and considered the organizing elements of the course. Academic structure is built around the requirements for the work experience i.e. social skills, academic skills, physical skills and others identified by the student.

Our school work experience project adequately meets needs that are not usually considered in the regular

LAURENS CENTRAL SCHOOL
Laurens, N.Y. 13796

CONTACT PERSON:

Carter Morris
Director, Day Care Center
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school program. It fulfills the following objectives:

1) provides a work experience out of the school atmosphere
2) coordinates this work experience with a classroom problem-solving session
3) exposes students to job opportunities available in the area
4) provides an atmosphere where the student may experience the link between academic subjects and and the workings of the community.

We carry on as an integral part of the project the Day-care Youth Helper Program, our first experimental project, which also provides an out-of-school experience for students; and offers a classroom course in child development and parenting.

- End -